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ABSTRACT

Reading instruction is being incorporated as a natural part of the social studies curriculum because of the emphasis which is being placed on basic skills and teacher accountability. In order for long term improvement of reading/social studies skills to occur social studies teachers must develop a systematic and deliberate approach to reading instruction in their classrooms. To determine their students' reading abilities, most teachers are now using standardized tests. The paper argues that the data from tests have little instructional value and often convey a misleading notion about student achievement. The standardized tests should be replaced by criterion-referenced tests. The data which the latter yield are specific enough to permit a teacher to write a lesson or design a learning experience. As a model for classroom testing, the authors suggest that teachers use Larry A. Harris' "inverted pyramid" model. The total group is first tested at the macro level using the CLOZE technique. For those students who demonstrate an acceptable level of mastery, testing is ended. Students not screened out at this level are tested using other diagnostic techniques including CRISS (Content Reading Inventory in Social Studies) which was developed by the authors. Ultimately, the point of the "inverted pyramid" is reached in which individual students are being tested on their knowledge of specific skills and concepts. The paper concludes by describing additional techniques that teachers can use with students to help them acquire specialized social studies reading skills such as organizing concepts. (Author/RM)

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# READING COMPETENCE IN SOCIAL STUDIES

by William P. Barone, V. Robert Agostino

"Many teachers feel pressure to teach all courses in such a way as to improve the skills necessary for the test. In some cases, this means they neglect some course content."[1] This statement, made by a Jackson Senior High School social studies teacher, reflects the dilemma which many teachers are experiencing as a result of Florida's minimum competency requirements for graduation. Cases in which social studies teachers increasingly abandon content in order to tutor students in basic literacy skills may become quite common. In spite of the emphasis placed on basic literacy skills, 37 percent of the eleventh grade students in Florida failed to pass the test. Among Black eleventh graders, the failure rate reached 75 percent.[2] They must pass this test in order to qualify for graduation. One can only imagine the emphasis which will be placed on basic skills after this. This preceding comment may well be a familiar cry uttered by thousands of Social Studies teachers as the competency based/"back to basics" movement captures the imagination of state boards of education across the nation. The well worn cliche "every teacher is a teacher of reading" is suddenly being replaced by state and locally mandated minimum competencies.

Many social studies teachers feel compromised by the emphasis on basic skills and teacher accountability. In

addition to teaching content, they are expected to teach specialized reading skills, develop vocabulary techniques, provide study strategies, adapt the basic text, adopt multi-texts, employ media and learn to deal with the new criterion referenced evaluation strategies - all of this with minimal inservice training and modest administrative support.

Even the professional journals have picked up this theme. In every issue there are articles dealing with ways for teaching work attack skills, methods for developing comprehension and techniques for building vocabulary. Games, kits, lottos, worksheets and workbooks all claiming to improve the students reading abound in the social studies ads. All of these suggestions are valuable in that they remind us that reading is the foundation skill of social studies processes and products. All of them suffer from a serious and fatal defect: they do not indicate how they will apply to an individual students' foundational reading skills, nor do they address the larger question of specialized reading skills which are necessary to read social studies materials. This indiscriminate "cookbook" approach to teaching content related reading skills which some are proposing assumes that all students will profit equally from exposure to the same methods, techniques, games and activities. Such a random approach to improving reading in social studies will have at least two undesirable side effects:
1) social studies teachers will be reluctant to waste instructional time on reading techniques which neither improve the

students reading skills nor his mastery of course content and, 2) students will quickly learn that the crossword puzzles, lottos, bingoes and worksheets bear little relationship to the real world of social studies materials. Herber, considering this problem of incorporating reading instruction in the content areas states, "Reading is taught in content areas when subject-area teachers teach their students what they are required to read as they read it."[3] If social studies teachers are to successfully incorporate reading skills in their content area they must address three basic questions:

1) What reading abilities and attitudes do my students' possess?

2) What reading demands are required by the book and materials which I use?

3) How can I make the appropriate "instructional match" linking a student's reading skills and attitudes with the appropriate materials and media?

In order for long term improvement of reading/social studies skills to occur social studies teachers must develop a systematic and deliberate approach to reading instruction in their classroom.

## DETERMINING READING ABILITIES

Standardized Tests

The judgments teachers make about students' reading abilities are only as valid as the data on which they are based. Unfortunately, most of the data are the results of standardized tests. Hill[4] cautions that standardized test results

are a measure of students' frustration reading level and overestimate the instructional reading level of secondary students by as much as two grade levels! Conceding that there may be some tests which are a more accurate measure of students' reading level does not solve the problem. The standardized data these tests yield (grade equivalencies, stanines, percentiles) have little instructional value. One of the major testing businesses, Educational Testing Service (ETS) recently made this concession: "ETS has developed a new testing and score interpretation as an alternative to the long established but unsound concept of grade equivalent scores because the scores convey misleading notions about achievement.[5] Aside from the fact that the scores convey a "misleading notion about student achievement" they have other serious shortcomings:

- They are not content specific and provide data only on very general (not specialized) reading skills.

- They do not indicate the level of a textbook or other material a student can read. A score on a standardized test of 3.0 does not mean the student can read third grade material. A score on a standardized test of 9.0 does not mean the student is capable of reading a ninth grade social studies book!

- The number of items on a specific subtest are often inadequate. For example, "the vocabulary section of a reading achievement test is merely a small sampling, seldom consisting of more than 100 words, usually presented in order of increasing difficulty. A more valid test would use a large sample of

"content specific vocabulary."[6]

- The data cannot be used to plan instruction for individual students. One can not write an individualized educational plan (IEP) with the data derived from a standardized test.

- Standardized tests are valid only to the extent that they reflect the instructional objectives of a specific school or teacher.

Such criticisms of standardized testing makes one wonder why they have enjoyed such widespread use for so many years. Part of the answer has been the lack of viable alternatives. It is only recently that professional educators have had an alternative testing strategy available to them. Criterion referenced tests and teacher made content reading inventories are quickly replacing the exclusive use of standardized tests.

Criterion Referenced Tests

Criterion referenced tests become increasingly important to classroom teachers as the accountability/tax cutting mentality influences school budgets and teaching jobs. Politicians and school board members are discovering that it is not meaningful to describe student achievement in stanines, percentiles, grade equivalencies or quartiles. They are beginning to ask the question that has always concerned teachers. "Can student X read Y?", and standardized testing jargon is no longer an acceptable response. The most accountable form of achievement data is that which measures students against specific and absolute standards rather than comparing

them with mythical students in some norming sample. Criterion referenced tests will indicate if "student X can read selection Y" at an acceptable level of mastery. Unlike norm referenced tests, the data from criterion referenced tests can be translated into instructional practice. These data are specific enough to permit a teacher to write a lesson plan, design a learning experience or construct an IEP for a mainstreamed student. Moreover, each student can be tested against the specific and local objectives established for a given course.

## A MODEL FOR CLASSROOM TESTING

There are two basic questions every teacher should ask in order to avoid indiscriminate instruction and repetitive or redundant testing: 1) How much information do I need about the reading ability of any given student? 2) What is the most efficient way of gathering this information? The "inverted pyramid" model suggested by Harris[7] (Figure 1) satisfies the two criteria above and is suitable for large group or individual testing. It is efficient in that it tests broad instructional goals or outcomes in the large group setting and proceeds as needed to test component skills and concepts among individual students.

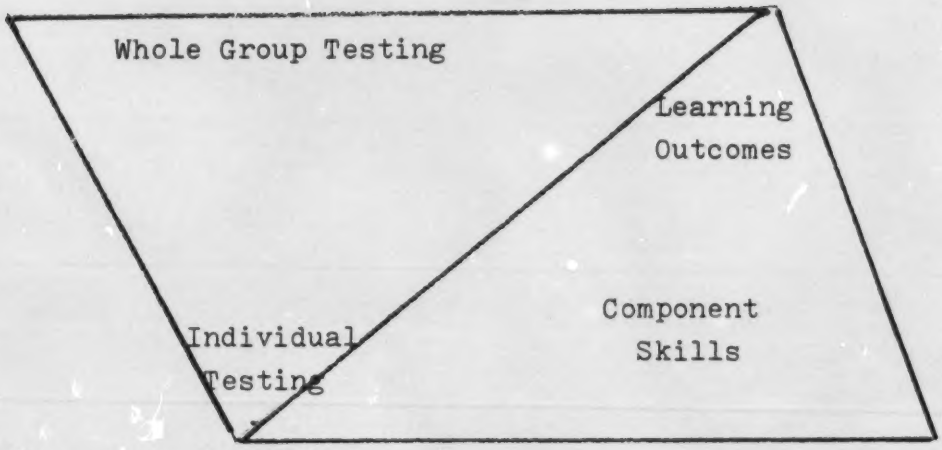


FIGURE 1

As we can see in Figure 1, testing should begin with the total group at the macro level. For those students who demonstrate an acceptable level of mastery on these competencies, testing is ended. Testing component objectives will continue for students who do not meet the established criteria of mastery. Students who are not screened out at this level will continue in the testing model. Each successive level of testing will contain fewer students. Ultimately, it will reach the point of the "inverted pyramid" in which individual students are being tested on their knowledge of specific skills and concepts. The efficiency and usefulness of this model rests with the fact that every student is not required to take the entire test.

## A CLASSROOM EXAMPLE:

## GROUP TESTING AT THE MACRO LEVEL

A quick and useful technique for assessing a group of students reading at the macro level is the CLOZE technique. The CLOZE technique is easily constructed by selecting three 250 word passages from the beginning, middle and end of the test or texts currently in use.[8]

The technique for preparing the CLOZE passage is quite simple:

Preparation

1) Select three passages which contain approximately 250 words. These should be passages the students have not read previously.

2) The first and last sentences should be left intact.

3) Delete every nth word (typically every fifth word) until you have at least fifty deletions.

4) Each blank should be 10 spaces long. Therefore length of the blank is not a clue to the length of the word deleted.

Administration

Distribute the CLOZE passages to the entire class of students. Students task is to read the CLOZE passage and fill in the blanks. In the original scoring procedure only exact words were counted. However, some theorists have argued that synonyms should be counted as a correct response.

SHATTERING A TRADITION

Isolationism has deep roots in American foreign policy. Isolationists have generally believed that the United States should stay out of foreign wars and policies. _____ 1796 George Washington, in _____ famous Farewell Address, urged _____ countrymen "to steer clear _____ permanent alliances with any _____ of the foreign world." _____ fact, except for wartime _____, the United States refused _____ join military alliances between 1796 and 1949. The Republic's early isolationism _____ based on geographic and _____ considerations. The United States _____ physically separated by more _____ 2,000 miles of ocean _____ either Europe or Asia. _____ permitted the United States _____ develop peacefully when our _____ was still too weak _____ became involved in foreign _____. During the nineteenth century, _____ was supported by other _____. The continuing wars between _____ European powers kept them _____ busy to be concerned _____ the United States. The _____ of the Western frontier _____ American energies across our _____ land and not across _____ oceans. Concentration on economic _____ such as railroad building, _____ American interests into domestic _____. However, World War II, _____ its aftermath, largely shattered _____ bases on which traditional _____ rested. The development of _____ bombs and other ocean-shrinking _____ eliminated the barriers of _____ and space which cushioned _____ American detachment from world _____. One missle fired from _____ Soviet Union could reach _____ United States in less _____ thirty minutes. The need _____ prevent war and to _____ comminism also convinced many _____ that we could _____ afford isolationism. As a _____ the United States in 1949, _____ the NATO alliance -- our

_____ peace time military alliance _____ 1796. In the 1950's, _____ United States also joined _____. Thus a 153 year old tradition of isolationism was largely shattered.[9]

WORDS: 290

BLANKS: 51

Scoring

Scoring the CLOZE passage is a simple procedure. The percentage of correct words will be the criteria used to determine the students' reading level.[10] Count the number of blanks the student has correct and divide by the total number of blanks in the passage. The sample passage has 51 blanks. A students' reading level is found by dividing his raw score by 51, locating that percentage on the following chart (Figure 2) and reading to the left.[11] This indicates the student's ability to read and comprehend the sample material.

| | EXACT WORD % CORRECT |
|---|---|
| Independent reading level | 57% |
| Instructional reading level | 44-57% |
| Frustration reading level | below 44% |

FIGURE 2

A student's results may be analyzed and classified according to the criteria suggested in Figure 2. Students who score at the Independent Level should be able to read the assigned text with very little teacher intervention. Students

who score at the Instructional Level can read and comprehend the text with some teacher direction. A Teacher Directed Reading Lesson (DRL) approach, study guides or structured overviews will be necessary for this group of students. Students who score at the frustration level on the CLOZE passages will not be able to read and comprehend the assigned text. Texts written on an easier level, teacher adaptions of the assigned text, lectures, tapes and other media will be necessary in order for these students to function at even a minimal level of content comprehension.

Students who score at the Frustration Level on the CLOZE passages will continue to the apex of the "inverted pyramid". Testing will be done on a one to one basis, using longer passages and sampling a much broader range of reading skills. An informal test called CRISS[12] (Content Reading Inventory in Social Studies) has been developed by the authors as a diagnostic tool to evaluate these students. CRISS contains both graded vocabulary lists and social studies paragraphs. For example, a student who scored at the Frustration Level on the previous eighth grade CLOZE passage would be a candidate for further testing.

Again, in order to avoid unnecessary and time consuming testing the student is asked to read orally a graded word list which has been compiled by sampling the vocabulary load of several grades of social studies materials. In this example the student would be given a fourth, fifth and sixth grade word list which contain approximately 20 words for

each year and be asked to read them orally. Using a separate copy, the teacher indicates with a plus or minus the student's correct and incorrect responses. When a student misses five words in any list testing stops. The teacher would immediately turn to the paragraph selections of the content reading inventory. The students would begin reading the paragraph which is one year below his ceiling level on the graded word list. Here is an example:

GRADED WORD LIST

| Fourth | Fifth | Sixth |
|---|---|---|
| barter | demand | model |
| interact | immigrant | environment |
| norms of behavior | abolitionist | analyze |
| amendment | radical | industrialization |
| treaty | clan | urban |
| consumer | interpret | physical |
| economist | credit economy | capital |
| goal | prejudice | authority |
| weathering | anthropologist | longitude |
| population | supply | communication |
| Supreme Court | boycott | geographical |
| adapt | monopoly | speculate |
| unconstitutional | ecology | culture |
| concept | technology | producers |
| hypothesis | petitions | interdependent |
| limited | segregation | |

| | | |
|---|---|---|
| democracy | erosion | resources |
| role | installment | latitude |
| representative | geologist | feudalism |
| social scientist | conservation | service |
| | | division of labor |

Assuming the student misses five words at the sixth grade level, the teacher would drop back to the fifth grade paragraph and begin testing. The teacher may have the student read the selection orally or silently. Reading specialists often sample both oral and silent reading comprehension. If the student reads the paragraph orally, each of the errors he makes in using word recognition skills (as well as his comprehension) may be noted. If he reads the passages silently, only his comprehension can be checked. The following sample passage is typical of this procedure.

Mexico Becomes Independent

The Spanish brought with them a system of government. The King of Spain sent a Viceroy, an official, to rule New Spain for him. Spanish settlers received huge areas of land from the King. In addition, the Spaniards could use the labor of Indians who lived on their lands and collect taxes from them. Thousands of Indians were forced to work in mines or on great Spanish plantations called haciendas (ha·se·en dez). The Indians also built roads, bridges, and churches, but they were paid little or nothing for their work. In the Indian villages, Indian chiefs continued to govern with the approval of the Spanish landowner.

After three hundred years of Spanish rule, the people of New Spain still did not participate in their government. Descendents of the Spanish settlers, called creoles (kre·ols), wanted to govern themselves. In 1810, they began a War of Independence to free their country from Spain. After years of fighting, New Spain won its independence in 1821 and became Mexico.

Although Mexico was independent, life was much as it had been under Spanish rule, especially for the Indians and the mestizos (mes·tes·os). Mestizos are Mexicans whose ancestors were both Indian and Spanish. These groups remained poor and uneducated.

During this time, a series of generals ruled Mexico with their armies. Mexico's economy was improved by modern technology. New mines, oil wells, and railroads were built. But the profits of modern business and industry went to rich businessmen, not to the workers or the people of the countryside. When factory and mine workers tried to organize labor unions, the military easily crushed them. In rural areas, hacienda owners took the lands of many Indian communities. 13

Comprehension

Knowledge 1. What was the name of the Spanish official sent to rule New Spain? (Viceroy)

Knowledge 2. Explain how the Spanish "used" the Indians already living in New Spain. What jobs did Indians perform? (a. used their labor, collected their taxes; b. Indians worked mines, built roads, churches, Spanish plantations)

Comprehension and Evaluation 3. Do you think the Spanish viceroys protected the rights of the Indians and creoles? Why or why not?
(not at all)

Comprehension and Knowledge 4. Why did the people of New Spain go to war with Spain? What did they call their new country?
(a. they wanted freedom because of ill treatment; b. Mexico)

Knowledge/ Analysis 5. What is the difference between a mestizo and a creole?
(Creole is a descendent of Spanish settlers; Mestizo is a descendent of Spanish and Indian parents)

| | | |
|---|---|---|
| Application | 6. | If you were a mestizo, would your life have improved following the war? Explain. (Probably not - most remained poor and uneducated) |
| Synthesis | 7. | Pretend you are a mestizo living in Mexico after the Spanish-Mexican War. You are poor and uneducated. You are also tired of being ruled by others and forced to work long hours for little wages. How would you solve your dilemma? |
| Evaluation | 8. | Do you think the generals and their armies who ruled Mexico after the war were helpful, harmful, or both? Explain. |

Each paragraph is followed by a minimum of five questions. The questions have been phrased according to Bloom's Model of the Cognitive Domain,[14] coded and arranged in a hierarchical order. Arranging the questions in this fashion not only provides information on the percentage of answers the student gets correct but also the cognitive level at which he is functioning.

## TEACHING SPECIALIZED SOCIAL STUDIES READING SKILLS

The previous techniques are useful in testing foundational skills when applied to social studies materials. Beyond foundational skills, however, are specialized reading skills essential to social studies mastery. For example, students must be able to conceptualize social studies products and processes, understand the specialized uses of language, and master the organizational patterns and writing styles of social scientists and authors. Their teachers must know how to test for the existence and quality of such higher order skills.

We believe that all content teachers ought to help students develop the higher order competencies of their subject. If teachers do not hold themselves responsible for the legitimate learning outcomes of their subjects we fear the accountability advocates will hold us responsible for many illegitimate outcomes. To disclaim "I am not a reading teacher" is to play into the hands of those who would push us to a cheapened and distorted "basics" curriculum with little formal social studies content.

Preaching this responsibility is easy. The classroom content specialist needs a realistic and usable classroom process that 1) identifies the types and quality of student reading skills, 2) identifies the reading demands of different types of curricula and teaching styles, 3) assists in making

an instructionally valid match between one and two above. The opening part of this article dealt with step one of this process. The following sections deal with steps two and three.

The question of which reading skills and comprehension skills are implicit in different types of social studies/history curricula and teaching techniques is still inadequately researched.[15] Until recently most reading specialists and social science researchers analyzed content materials from the perspective of readability. They used formulae such as the Fry, Fog, Spache, Dale-Chall, which emphasized quantitative components such as syllable number, sentence lengths and number of hard words. These formulae give a quantitative "grade equivalent" or "grade level" score for the material. However, these systems ignore the semantic, linguistic and conceptual powers that the real life readers bring to such materials. In contrast, the CLOZE technique takes into account all these factors.

The appropriate questions here deal not only with the grade level of social studies reading materials, but with the possiblity that various types of social studies/history curriculum materials: inquiry, narrative-descriptive, discovery, jurisprudential, law-related, primary source based, value-oriented, demand different configurations of reading and comprehension skills. The ultimate question is if a given student can read such materials and achieve whatever ultimate outcomes are designed into such studies.

The questions above are part of a larger set about the purposes and outcomes of social studies education. Many social studies theorists have written about the desired outcomes of social studies instruction. The four item list by William Merwin et al is typical of the major outcomes usually identified by the theorists: 1) The purpose of social studies education is the inculcation of traditional American/ and or Western and/or World values, 2) the transmission of knowledge from the parent social science disciplines, 3) the development of critical thinking skills, 4) the presentation of guidelines for effective citizenship.[16] Do different goals demand different reading skills?

One clue that the answer is "yes" came from the "New Social Studies" curricula of the 1960's and early 1970's. Many of the curricula with inquiry and discovery formats clearly rewarded students with superior reading and comprehension skills. Their ability to work with primary sources, detect biases, analyze logical structures, make and test hypotheses, gather data and so on were implicit in the materials and explicit in the reward systems. Unfortunately, few of the teacher training workshops focused on how to help students without such abilities develop the functional higher level skills demanded by such materials. Such curricula often became the domain of the very bright, with "bright" meaning the superior reader.

The readability formula approach does not help with the

problem of determining the linguistic and semantic demands of different types of curriculum materials with differing major goals implicit in their desired outcomes. Recently the National Institute of Education (NIE) suggested that the concept of material "teachability" might effectively complement the concept of "readability".[17] Until a more sophisticated system for evaluating reading material "teachability" or its twin "learnability" generates usable answers, social studies educators will continue making educational decisions on inadequate or incomplete data.

Instructional Matching

The third step advocated for improving reading in the social studies was making the appropriate instructional match. The concept of instructional matching is not new. Its most recent formulation is in mainstreaming, with its insistence on the least restrictive learning environment. This concept demands that students be placed in situations where what is taught has a strong relation to what is learnable. Making the appropriate instructional match is a function of knowing the student's reading abilities and needs, and knowing the implicit reading demands of the curricular materials. Knowing about students is not the same as knowing about the reading content, and knowing both separately is quite different from knowing how they interact. Our injunction is that the student must be equal to the curriculum. "Equal to" means that the student must be able to deal effectively with the reading and comprehension demands made by the materials and

instruction. It verges on the immoral to demand of students learning outcomes for which they have neither the talent or the training. If our curricula in social studies does that to children it is little wonder that they do not come to love us or our teachings.

The following is an example of how a comprehension skills might be treated. The example assumes that the teacher has used CLOZE and Informal Inventory techniques to identify students with adequate foundational reading word attack skills and comprehension skills.[18]

Identifying Social Studies Concepts

Testing at the broad outcomes level: Task- Students are given ten to fifteen short readings, articles, news clippings, headlines on sociological topics, such as drug abuse, life styles, sexuality and family structures. Their task is to group the materials into two or three related categories, and to then explain at the common sense level why they grouped the materials as they did. Students making reasonable groupings supported by common sense explanations probably can apply the same comprehension and reading skills to standard text materials. Students unable to make effective groupings or explanations may suffer from a variety of deficits. It is possible that some students can read the material successfully in the sense that they can paraphrase any given article but cannot relate clusters of articles.

We believe it essential for every social studies educator to make this type and level of instruction an ongoing part of classroom routine. Not to aim at conceptual understanding violates every goal of our disciplines and every tenet of educational psychology. Teachers need to teach students about how concepts are formed.

Teaching About Concept Formation

A sample instructional sequence follows. It includes pre-test items, a brief reading for theoretical input, and some post-test items. Concepts:

A concept may be a word or idea that links, connects, or unifies other more specific words, things, ideas or concepts. For example, a word that unifies baboons, gazelles, giraffes, and deer is "animals". "Animals" is a concept or class word, indicating a cluster of things a writer or speaker judges to be related.

Sociology uses concept names as a kind of shorthand, compressing many pieces of behavior into a signle word or phrase; family structure, social goals, mobility, deviance. To master this discipline you must master the process which generates these concept - names. You must also understand how the factual information subsumed under a concept term is gathered, e.g. via interview, observation, and surveys. Concepts or generalizations or laws or rules may then be statements which try to answer the questions "What do all these facts prove?" or the more skeptical, "So what!"

Concepts become less and less true as they include more and more events, things, people, ideas, or "facts." "True" here means convincingly probable to other people. There is a powerful difference in provability between the statement, "I see a four legged, fur covered, two-eyed, white with black stripes thing running," and the statement "The structure of American families is changing for the worse."

The pre-test items might look like this:

1. Define the word "concept" according to our textbook, and the dictionary. Do not use these books, do it from memory. I

2. Which word in each series includes all the other words:

a. dog b. cat c. monkey d. horse e. animal _____

a. man b. woman c. family d. son e. daughter _____

a. crime b. alcoholism c. status d. fame e. power _____

a. animals b. family c. living things d. plants _____ II

3. Write a word or phrase that names the concept unifying each series of words:

a. brown, green, red, purple _____

b. white, yellow, red, black _____

c. baseball, boating, backpacking _____

d. democrats, republicans, teacher unions, hockey team, drill team _____ II

The post-test could include exactly the same pre-test items and problems and/or alternative forms:

1. What parts of speech are concepts usually? _____II

2. The content of a concept is often: a. ideas b. names c. things d. a + b II

3. Write a word or phrase that names the concept unifying each series of words:

a. Amish, Quakers, Seventh Day Adventists, Mormons ____ _____

b. honesty, punctuality, thrift, obedience _____

c. homosexuality, drug use, pornography, alcoholism ___ _____

d. tall, short, hot, cold, lukewarm, cool _____ II

4. Write a good definition of sociology. Include ideas about who, what, when, and where as these words apply to sociology. III

These procedures: CLOZE, oral and silent reading, informal inventories, testing at linguistic and semantic levels for comprehension, combine to give teachers valuable information. First, those students who can probably handle the reading demands of a sociology unit are identified. The wise teacher would design learning exercises that took advantage of this level of skill. Second, another few students needing the attention of the reading specialist or reading teacher have been identified in a content area context. These students may be able to develop reading skills which would be more useful and positive than continuing to fall behind in the "reading the content material" race. Third, the subject matter teacher may recognize a previously unnoticed group, who read words effectively, but who need training in higher level cognitive processing. To show students how words combine into powerful organizing forms called "concepts" would be a lifelong accomplishment.

Our conception of social studies education says that these are the data teachers need to make instructionally valid decisions. No person would criticize a process that helped students achieve a respectable and literate content mastery.

None of these specific results, and related teaching/learning strategies can be derived easily from standardized test data. This usefulness is a major reason why criterion referenced tests and informal reading inventories in social studies will become the dominant assessment forms in the near future.

If we are to avoid the situation in which reading instruction is pitted against social studies instruction, it must be incorporated as a natural part of the social studies curriculum. All of us, teachers and students will lose in such a trade off. Reading instruction must be incorporated as a natural part of the social studies curriculum. Social studies teachers must learn the diagnostic and instruction strategies which will permit them to adapt instruction for the full range of reading abilities found in their classrooms. Reading instruction must no longer be within the exclusive perview of reading teachers and reading specialists. Almost fifteen years of Title I reading improvement programs have failed to significantly increase students' reading ability in the content areas. If social studies teachers do not help to improve reading competence in their content area out of a sense of professional pride, they may soon discover that they will have to do it out of self defense. It would be better for all if we acted out of pride.

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18. Additional suggestions for developing word attack skills are in Social Education 42:8-31, January, 1978.